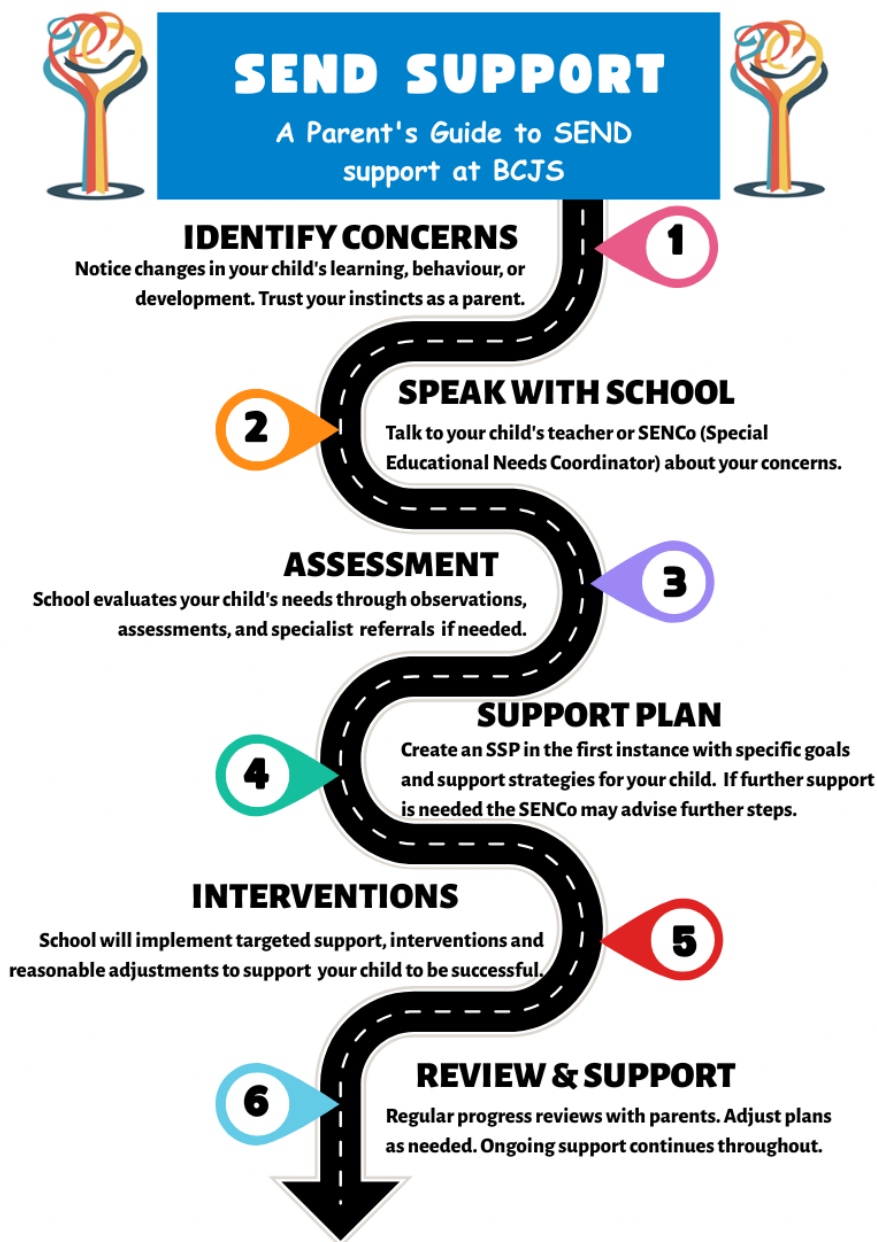


SEND Policy and Information Report



Headteacher & SENDCO	Catherine Dennison
SENDCO	Sarah Morton
Chair of Governors	Darren Foote
SEND Governor	Rachel Sheard

Head Teacher & SENDCo: Catherine Dennison

Signed:

Chair of Governors: Darren Foote

Signed:

SEN Governor: Rachel Sheard

Signed:

Date: May 2026

Review Date:

	Amendment Description	Date of Revision
1	Sharing of the updated policy with Governors for approval • Addition of Sarah Morton role	December 2023
2	Chair & SEND Governor reviewed the policy using Governor Hub evaluating tool	December 2023
3	Sharing updated policy with all staff & Governors	December 2023
4	Reviewed and shared with Governors	January 2025
5.	Updated and reviewed Addition of references to; • OAP • New government legislation • Updated EHCP processes • Inclusion • Identification of Need paperwork • Headline highlights	May 2026
6.		

SEND Policy and Information Report Headlines



<u>Our Vision:</u> "To make every day count" for every pupil • Commitment to inclusive mainstream education where pupils with SEND thrive • High ambition: remove barriers to learning and ensure sustained progress	<u>Key Principles:</u> • Quality First Teaching is the foundation - the first response to all needs • SEND support is: ○ Needs-led, not label-led ○ Based on early identification and adaptive teaching • Focus on independence, resilience and preparation for the next stage	<u>Legal Framework & Expectations:</u> Based on: • SEND Code of Practice (2014) • Children & Families Act (2014) Aligned with: • Emerging National SEND Standards • 2026 White Paper reforms (under review)	<u>Whole-School Responsibility:</u> Every teacher = teacher of every child Every leader = leader of SEND provision Inclusion is a strategic priority at all levels
<u>Graduated Approach:</u> (Assess-Plan-Do-Review) • Assess: clear identification using data, observations, pupil/parent voice • Plan: targeted outcomes and provision • Do: high-quality teaching + interventions • Review: adapt based on impact	<u>Ordinarily Available Provision (OAP):</u> First level of support for all pupils includes: ○ Adaptive teaching ○ Classroom strategies ○ Inclusive curriculum design SEND support only added when OAP is insufficient	<u>Categories of Need Supported:</u> Communication & Interaction (e.g. ASD, SLCN) Cognition & Learning (e.g. dyslexia, MLD, SLD) Social, Emotional & Mental Health (e.g. ADHD, anxiety) Sensory & Physical Needs (e.g. hearing/visual impairments)	<u>Identification & Early Intervention:</u> School prioritises early identification through: • Teacher assessment • Progress data • Parent & pupil discussions SEND identified where: • Progress is significantly slower • Gaps widen over time • Barriers persist despite quality teaching

<u>Inclusive Classroom Practice:</u> Adaptive teaching strategies include: • Scaffolding and modelling • Flexible grouping • Pre-teaching and vocabulary support • Assistive technology • Visual supports	<u>Targeted Support & Interventions:</u> Delivered by trained support staff: 4 x STAs, 2 x TAs, 1 x Child Care Assistant Interventions are: • Time-limited • Evidence-informed • Regularly evaluated for impact	<u>Working in Partnership:</u> • Strong emphasis on co-production with families and pupils • Collaboration with external agencies: ○ Early Help ○ Family Action ○ Local Authority SEND services	<u>Education, Health & Care Plans:</u> • Requested when needs exceed school provision • Multi-agency process with: ○ Parents, school, health and specialists ○ Annual reviews ensure progress and accountability
<u>Measuring Impact:</u> Provision evaluated through: • Progress from starting points • Attendance, behaviour and engagement • Curriculum access and participation • Pupil voice and parent feedback	<u>Inclusion in School Life:</u> Pupils with SEND: • Access all lessons and curriculum • Participate in trips, clubs, leadership • No pupil excluded due to need		

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
7. Monitoring arrangements
8. Links with other policies and documents

1. Aims

At Black Combe Junior School, we are committed to enabling pupils with SEND to thrive within inclusive mainstream provision wherever possible, in line with emerging National SEND Standards and the government's expectation of a consistent, high-quality offer across all settings. We adopt an ambitious and inclusive approach, ensuring that barriers to learning are identified and addressed effectively.

High-quality teaching is the first step in meeting the needs of all learners. Through carefully planned adaptive teaching and a well-sequenced, inclusive curriculum, we ensure that all pupils can access learning and make sustained progress over time. Our approach promotes independence, resilience, and preparedness for the next stage of education.

We work in accordance with the SEND Code of Practice (2014) and relevant statutory guidance to ensure that provision is effective, consistent and responsive to individual need.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

2026 - new legislation from The White Paper reform - this is currently under review

3. Definitions

Not all barriers to learning constitute SEND; many needs should be met through high-quality, ordinarily available provision without requiring SEND identification.

A child may be identified as having a special educational need if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language, of their home is different from the language they will be taught.

Definitions of special educational needs (SEN) taken from Section 20 Children and Families Act 2014.

4. Roles and Responsibilities

Every teacher at Black Combe Junior School is a teacher of every child including children with SEND.

Every leader at Black Combe Junior School is a leader of every child including children with SEND.

Leaders at all levels prioritise inclusion and ensure that SEND provision is strategically planned, effectively implemented, and regularly reviewed to secure strong outcomes.

4.1 The SENDCO Team

The SENDCO is [Catherine Dennison](#). You can contact her on 01229 772862 or via email admin@blackcombe.cumbria.sch.uk

[Sarah Morton](#), SENDCO at Millom School works alongside Catherine Dennison to ensure high quality SEND provision and identification of need.

The SEND Governor is [Rachel Sheard](#).

The SENDCo provides strategic leadership for SEND and inclusion across the school, ensuring that identification, provision, and outcomes are robust and closely monitored.

The SENDCo will:

- Work collaboratively with the governing body to drive strategic development of SEND provision
- Ensure the effective implementation of this policy and coordinate provision for pupils with SEND
- Provide high-quality professional guidance to staff to strengthen teaching and learning
- Monitor the impact of interventions and provision to ensure they are evidence-informed and result in measurable progress
- Work in partnership with parents and external agencies to secure the best possible outcomes
- Maintain accurate and up-to-date records, ensuring clear tracking of progress over time

4.2 The SEN Governor

The SEN governor is [Rachel Sheard](#).

The SEND Governor will:

- Monitor how effectively the school meets national inclusion expectations, including the extent to which pupils with SEND are successfully supported within mainstream provision.
- Governors will review SEND data regularly, with a clear focus on evaluating outcomes for pupils—not just the provision in place.

4.3 The Headteacher

The headteacher will:

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through Quality First Teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for;

We recognise that needs will be understood through a graduated and needs-led approach aligned with National Standards, rather than category-driven provision.

We support pupils with:

Communication and Interaction Needs

Cognition and Learning Needs

Social, Emotional and Mental Health Needs

Sensory and/or Physical Needs

We recognise that pupils' needs may change over time; therefore, provision is regularly reviewed and adapted to ensure continued progress.

Identification of need is not a label, but a starting point for effective support and targeted provision.

Communication and Interaction Needs (SLCN)

This includes pupils with autistic spectrum disorder (ASD), Asperger's Syndrome, and speech, language and communication needs (SLCN). Pupils with SLCN may experience difficulties in communicating effectively with others. This may include challenges in expressing their thoughts and ideas, understanding spoken language, or interpreting and applying the social rules of communication.

Each pupil's profile of need is unique and may change over time. Difficulties may present in one or more areas of speech, language, and social communication, and may vary at different stages of development.

Pupils with ASD, including those with Asperger's Syndrome, often experience differences in social interaction and communication. They may also have differences in language development, social understanding and flexibility of thinking, which can affect how they relate to others and engage with the wider curriculum.

Cognition and Learning Needs

This includes pupils with learning difficulties such as dyslexia and dyspraxia. Pupils may require additional support when they make slower progress than their peers, despite access to high-quality teaching and appropriate adaptation.

Cognition and learning needs span a broad continuum. This includes moderate learning difficulties (MLD), where pupils may require targeted support to access aspects of the curriculum, and severe learning difficulties (SLD), where pupils are likely to require sustained support across all areas of learning, often alongside difficulties with communication and/or physical development.

At the more complex end of need, pupils with profound and multiple learning difficulties (PMLD) are likely to have severe and complex learning needs in addition to physical disabilities and/or sensory impairments. These pupils require highly personalised provision to ensure they can access learning and make meaningful progress over time.

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning.

This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Needs (SEMH)

This includes pupils with conditions such as attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), and attachment disorder. Pupils may experience a wide range of social, emotional and mental health needs, which can present in different ways.

For example, pupils may become withdrawn or isolated, or may display behaviours that challenge, disrupt learning, or indicate underlying distress. These behaviours are often a response to unmet needs and may reflect underlying mental health difficulties such as anxiety, depression, or other emotional needs. Pupils may also experience difficulties with emotional regulation, relationships, and engagement with learning.

In some cases, pupils may present with more complex needs, including medically unexplained physical symptoms or other significant mental health concerns. We recognise that behaviour is a form of communication, and we adopt a supportive, graduated approach to identify needs and provide appropriate provision, enabling pupils to feel safe, included, and ready to learn.

Sensory and/or Physical Needs

This includes pupils with visual impairments (VI), hearing impairments (HI), multi-sensory impairments (MSI), processing difficulties, and medical conditions such as epilepsy. Some pupils require special educational provision because a disability prevents or hinders them from accessing the learning and facilities that are typically available.

These needs may be age-related and can fluctuate over time, requiring ongoing review and adaptation of provision. Many pupils with sensory or physical needs require specialist support, resources and/or equipment to ensure full access to the curriculum and the wider life of the school.

We adopt an inclusive and adaptive approach, making reasonable adjustments and providing tailored support to enable pupils to participate fully, develop independence, and make sustained progress over time.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After (CLA)

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Student Support Plan (SSP)

5.2 Identifying pupils with SEN and assessing their needs

We prioritise early identification through structured screening, ongoing teacher assessment and staff training to recognise emerging needs at the earliest stage. This includes teacher assessment, progress data, observations, and discussions with pupils and parents. At Black Combe Junior School we will often start with our "SEND Identification of Need" document.

A pupil may be identified as requiring SEND support where they:

- Make significantly slower progress than their peers from a similar starting point
- Attainment gap continues to widen over time
- Demonstrate persistent barriers to learning despite high-quality teaching

Slow progress alone does not necessarily indicate SEND. A holistic view is taken, considering attendance, well-being, language background, and wider contextual factors.

5.3 Consulting and Involving Pupils and Parents

We adopt a co-production approach, ensuring that pupils and families are equal partners in planning, reviewing and adapting provision. Early and meaningful discussions ensure t:

- Strengths and needs are clearly understood
- The views of pupils and parents inform decision-making
- Outcomes are shared, ambitious, and clearly defined
- Next steps are transparent and reviewed regularly

5.4 Assessing and reviewing pupils' progress towards outcomes

The first level of support for all pupils is high-quality, ordinarily available provision (OAP), as outlined in local authority guidance. Additional SEND support is only implemented where needs cannot be met through this baseline.

Assess: A detailed analysis of need using a range of assessments, data, and professional input

Plan: Clear outcomes are set, and provision is carefully matched to need. Ordinarily Available document (OAP) is the first level of support available for all pupils..

Do: High-quality teaching remains central, with targeted support implemented and monitored

Review: The impact of provision is evaluated regularly, and adjustments are made to secure improved outcomes

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other assessments (where relevant)
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services

5.5 Statutory Assessment of SEN (EHC)

Where a pupil continues to experience significant difficulties in making progress despite high-quality teaching and targeted SEN Support, and their needs cannot be met from the school's ordinarily available provision and resources, the school may request a statutory Education, Health and Care (EHC) needs assessment from the Local Authority.

The school will work in partnership with parents and the pupil to gather and submit clear evidence, including:

- Progress over time
- SEN Support plans and reviews
- Interventions and their impact
- Relevant assessments and professional advice

This evidence draws on a range of contributors, including parents, the pupil, school staff, and external professionals.

EHC needs assessments are carried out through a multi-agency process. The Local Authority will seek advice from:

- Parents/carers and the pupil
- The school
- An educational psychologist
- Health services
- Social care
- Relevant specialists, including those requested by parents

Following assessment, the Local Authority will decide whether an Education, Health and Care Plan is required. Where an EHCP is issued, it will be co-produced with the family and will specify the pupil's needs, outcomes and provision. Parents and carers have the right to request amendments and to appeal decisions.

EHCPs are reviewed at least annually through a person-centred review process. These reviews:

- Evaluate progress towards agreed outcomes
- Consider the pupil's strengths, aspirations and views
- Identify what is working well and where adjustments are needed
- Inform next steps and future provision

Review documentation is shared with the Local Authority in line with statutory requirements. The school contributes fully to integrated education, health and care planning and works within nationally expected processes and timelines to ensure consistency, transparency and timely support.

5.6 Supporting pupils moving between phases and preparing for adulthood

We begin preparing pupils for adulthood at the earliest stage by systematically developing independence, communication, social skills and self-advocacy. Pupils are supported to build resilience, express their views and make informed choices about

their learning and wellbeing. Through everyday classroom practice and wider school experiences, we promote confidence, responsibility and the skills needed to participate fully in school life and beyond.

We will share pupil information with any school or other setting the pupil is moving to in order to ensure a smooth transition.

5.7 Our approach to teaching pupils with SEN

High-quality teaching is the foundation of our provision. Provision and interventions are selected based on the best available evidence and are regularly reviewed for impact and value.

This includes:

- Explicit instruction and modelling
- Scaffolded learning
- Flexible grouping
- Use of appropriate resources and assistive technology

Teachers are supported through ongoing professional development and evidence-based research to continually improve practice.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met for example (this is not an exhaustive list):

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, iPads, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

These adaptations form part of our ordinarily available provision (OAP) and are expected within all classrooms.

5.9 Additional Support for Learning

We have a team of support staff who are highly trained to deliver interventions.

4 x STAs 2 x TAs 1 x Child Care Assistant

Support staff assist pupils in a variety of different ways including but not limited to; 1:1; in small groups; in class support; pre-teaching support, post-teaching support

All interventions have clearly defined entry and exit criteria and are time-limited, with impact evaluated regularly.

We work with the following agencies to provide support for pupils with SEN:

- Early Help Team
- Family Action Millom
- Local Authority SEND Team

6.0 Evaluating the effectiveness of SEN provision

The effectiveness of SEND provision is rigorously monitored through a combination of quantitative and qualitative measures to ensure that pupils with SEND achieve well, learn the intended curriculum, and participate fully in school life.

We evaluate impact through:

- Analysis of pupil progress from individual starting points, ensuring pupils with SEND are able to learn and remember more over time and achieve outcomes that are ambitious and appropriate
- Assessment of attendance, behaviour and exclusion data, with a focus on whether barriers to learning are being effectively reduced and gaps with peers are diminishing
- Evaluation of pupils' access to, and engagement with, the full curriculum, ensuring that pupils with SEND are not narrowed to a limited offer
- Participation in lessons and wider school life, including clubs, trips and leadership opportunities, demonstrating that pupils are able to participate fully and benefit from the wider life of the school

We use this information to determine whether pupils with SEND are making sustained progress academically and developing independence, confidence and resilience, enabling them to be well prepared for their next stage of education.

The school maintains a dynamic SEND register, reviewed termly. Pupils may be removed from SEND Support where evidence shows that their needs can be met effectively through high-quality, ordinarily available provision, indicating that additional provision is no longer required to secure progress.

Class teachers are responsible for the progress of all pupils. They ensure that teaching is adapted effectively to meet pupils' needs, enabling pupils with SEND to access the

same ambitious curriculum as their peers. Teaching assistants are deployed to supplement, not replace, high-quality teaching.

Interventions are carefully selected to complement classroom practice. They are evidence-informed, time-limited and precisely targeted, with clear intended outcomes. Their effectiveness is evaluated through measurable improvements in pupils' knowledge, skills and independence. Where interventions do not lead to sufficient progress, they are adapted or discontinued to ensure that provision remains effective.

We also evaluate inclusion beyond academic outcomes. This includes the extent to which pupils with SEND:

- Attend regularly and are ready to learn
- Engage positively in lessons and demonstrate increasing independence
- Participate in extracurricular opportunities and the wider curriculum
- Develop social skills and confidence
- Report that they feel safe, supported and valued

Pupil voice and parent feedback are gathered systematically and used to inform ongoing improvements. Leaders and governors review SEND provision regularly, focusing on whether provision is effective in securing strong outcomes and enabling pupils with SEND to thrive within an inclusive mainstream environment.

6.1 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND

We are committed to ensuring that the vast majority of pupils' needs are met effectively within mainstream provision.

Reasonable adjustments are made to ensure that pupils with SEND can:

- Access extracurricular activities
- Participate in school visits and residential trips
- Contribute to wider school opportunities

No pupil is excluded from participation due to their needs.

6.2 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO (Catherine Dennison) in the first instance. They will then be referred to the school's Complaints Policy.

6.3 The Local Authority Local Offer

We work to align with the Local Inclusion Plan;

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=5-9>

7. Training

All staff receive regular training in inclusive teaching, adaptive practice, and early identification of SEND alongside the statutory training.

Training is:

- Responsive to identified school priorities
- Informed by current research and best practice
- Delivered through a range of approaches, including specialist input

8. Monitoring Arrangements

This policy is reviewed annually by the SENDCo, governors, and staff. It is also updated in response to national expectations and is data informed.

The governing body ensures accountability by regularly reviewing the effectiveness of SEND provision and its impact on pupil outcomes.

9. Links with Other Policies and Documents

This policy links to;

- Accessibility policy
- Behaviour policy
- Equality information and objectives